

Translanguaging as a Pedagogical Practice in a Chinese EFL Classroom

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Tai and Li (2020, 2021a, 2021b) combine Multimodal Conversation Analysis (MCA) and Interpretative Phenomenological Analysis (IPA) in a series of studies to look into pedagogical translanguaging practices. This study intends to contribute to translanguaging research by replicating this method in a different context, i.e., English classrooms at Chinese secondary schools. The data were collected through classroom observation and semi-structured interviews and were then analyzed by combining MCA and IPA. Representative extracts of translanguaging for instruction were presented and analyzed. It is found that the teacher achieves multiple pedagogical goals through translanguaging practices, including language point emphasis, comprehension reinforcement, and phonetic distinction. Comparisons are also made between the findings of this study and that of Tai and Li (2020, 2021a, 2021b). This paper concludes that the combination of MCA and IPA can be an effective approach to exploring the complexities of the translanguaging process. The conflict that the teacher encountered between monolingual ideology and multilingual reality is also analyzed.

Introduction

Translanguaging refers to “the dynamic process whereby multilingual language users mediate complex social and cognitive activities through strategic employment of multiple semiotic resources to act, to know, to be” (Li, 2016, p. 539). It has been shown to be an effective approach to achieving pedagogical goals (Creese & Blackledge, 2010, 2015; García & Sylvan, 2011; García & Li, 2014; García & Kano, 2014; Lewis et al., 2012; Lin & He, 2017; Tai & Li, 2020, 2021a, 2021b). Through translanguaging, teachers and students can “engage diverse multiple meaning-making systems and subjectivities, to generate new configurations of language and education practices, and to challenge and transform old understandings and structures” (Li, 2018, p. 24). In order to examine the complexities of this process, Tai and Li (2020, 2021a, 2021b) combined Multimodal Conversation Analysis (MCA) and Interpretative Phenomenological Analysis (IPA) and employed them as the methodological frameworks of a series of translanguaging studies in a Hong Kong EMI (English Medium Instruction) mathematics classroom. However, one may ask to what extent this combination can be used to investigate other contexts since translanguaging as a pedagogical approach may vary in different contexts (Creese & Blackledge, 2010; Allard, 2017). To answer this question, this study replicated Tai and Li’s method in a different context, namely, English classrooms in mainland China’s secondary schools.

One reason for choosing this context is that it is hitherto under-explored. While all previous translanguaging studies conducted in mainland China focused on university settings exclusively (Chen et al., 2020; Fang & Liu, 2020; Liu et al., 2020; Song & Lin, 2020; Wang & Curdt-Christiansen, 2019), it is necessary to take a closer look at primary and secondary schools where English is also a compulsory subject. Also, as Li and García (2017) pointed out, while most of the translanguaging literature has concentrated on minoritized language communities, one must explore translanguaging practices involving “dominant language students” (p. 237). There is no denying that both English and Chinese rank high among the world’s most-spoken languages (Szmigiera, 2021). This paper thus focuses on a classroom where one dominant language (English) is learned by another dominant language group (native Chinese speakers). One additional reason for choosing this context is that English language education has been controversial in China during the past decades. The increasing popularity of English learning makes it a matter

of concern that English learning might threaten the acquisition of the Chinese language and Chinese culture. Therefore, this study also intends to expand perspectives on English language education in China.

Translanguaging in Pedagogy

Translanguaging was originally used as a descriptive label in a Welsh-speaking context, but now it has become both a practical theory of human communication and an analytical approach for multilingual practices in the 21st century (García, 2019; García & Li, 2014; Li, 2011, 2016, 2018; Otheguy et al., 2015, 2019). Based on the concept of languaging, translanguaging overturns the traditional view of language and reconceptualizes it as a fluid and dynamic form through which the “process of meaning-making and shaping knowledge and experience” is presented (Swain, 2006, p. 97). With the sociopolitical labels of languages (e.g., Chinese, English, French) abandoned, language users are encouraged to deploy their full linguistic repertoire “without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (Otheguy et al., 2015, p. 283). Moreover, translanguaging overcomes what Block (2014) called “lingual bias” as it involves paralinguistic semiotic systems. Often integral to meaning-making, the systems include images, icons, facial expressions, gestures, and body movements (Blackledge & Creese, 2017; Zhu et al., 2020). In this process, language users’ other cognitive systems, including auditory, visual or sensual, are activated (Bialystok & Poarch, 2014; Litcofsky et al., 2016). Thus, translanguaging as a complex and dynamic meaning-making process transcends not only the divide between linguistic systems but also those “between linguistic and non-linguistic cognitive and semiotic systems” (Li, 2018, p. 20).

When put into practice, translanguaging, which allows teachers and students to use their full linguistic repertoire, is reported to help keep students’ attention, “establish identity,” deepen students’ understanding and “keep pedagogical task moving” (Creese & Blackledge, 2010, p. 112). Lin and He (2017) also found that translanguaging as “naturally occurring speech/action events” can be deployed as “pedagogical scaffolding resources and opportunities for identity confirmation” (p. 242). Based on a similar view, García and Li (2014) further developed specific strategies and principles according to different course objectives for teachers to

better engage in translanguaging. The situation is similar in mainland China. Translanguaging is found to be a common in-class practice in Wang and Curdt-Christiansen's (2019) study. Chen et al. (2020) also discovered that translanguaging turns out to be a purposive teaching strategy to achieve effective content learning. Despite these commonalities, Fang and Liu (2020) concluded from their study that there is a lack of systematic strategies for the in-class translanguaging practices and that the attitudes of teachers vary a lot. Based on these conclusions, Liu et al. (2020) designed a study in which the researcher assisted the teacher to employ translanguaging strategically.

Based on the concept of translanguaging, Li (2011) came up with another notion, translanguaging space, through which participants can “bring together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and mak[e] it into a lived experience” (Li, 2011, p. 1223). Later, Tai and Li (2020, 2021a, 2021b) demonstrated how this space provided a teacher with opportunities to make use of various resources for pedagogical purposes. Their methodology is also relevant to translanguaging studies. Given the transformative nature of translanguaging, they choose MCA over the conventional Conversation Analysis (CA) framework to analyze in-class interactions. Considering that translanguaging focuses on the individual practice of language users, they also employ IPA in what they call “post-video-stimulated recall interviews” (Tai & Li, 2021a, p. 613) to better make sense of the participants' worlds. In the end, this integration allows them to “capture the complexities of translanguaging practices and the sociocultural factors that affect individual's meaning-making resources” (Tai & Li, 2021a, p. 613). However, this integrative methodological framework has never been applied in any other contexts of translanguaging studies. As Creese and Blackledge (2010) suggested, translanguaging practices “will depend on the sociopolitical and historical environment in which such practice is embedded and the local ecologies of schools and classrooms” (p. 107). Allard (2017) also found that teachers did not manifest the same translanguaging practices due to different local circumstances. This study thus aims to find out whether the combination of MCA and IPA as a framework can be an equally applicable approach for translanguaging studies in a different context.

English Language Education in Mainland China

English language education in mainland China became popular in the wake of the reform and opening-up policies enacted since the late 1970s (Bolton & Graddol, 2012; Pan & Seargeant, 2012). Today, English learning in China is increasingly promoted as an instrument of political and economic development, and even of personal academic and career success (Bolton & Graddol, 2012). In 2001, English became a compulsory subject in both primary and secondary schools and started being tested within the framework of the National University Entrance Qualifying Examination (i.e. *Gaokao*) (Wang, 2007). The need for English learning is still felt at universities. Even non-English majors are required to pass the College English Test before graduation. As a result, China has witnessed what Pan and Seargeant (2012) called an “English mania” (p. 62).

Nowadays, it is a matter of concern that this “English mania” may threaten Chinese learning and even “China’s cultural identity, national security, and political stability” (Gao & Wang, 2017, p. 227). Some thus suggested that English should be removed from the *Gaokao* and that the government emphasizes the importance of Chinese by making it the most heavily weighted *Gaokao* subject (Pan, 2015). However, Graddol (2006) argued that those who attribute the underdevelopment of one language to the overdevelopment of another oversimplify the complexity of sociolinguistic phenomena. Also, Sonntag (2003) maintained that it can be a personal choice if one can benefit from learning a certain language. Besides, “Chinese is a major global language in its own right” (Pan & Seargeant, 2012, p. 62). Might it then be possible that viewing English as a threat partly arises from a lack of confidence in the vitality of Chinese? Translanguaging in this case may offer an opportunity to re-examine these controversies in mainland China. Nevertheless, all aforementioned studies in mainland China focused on university classes exclusively. It should be taken into account that English is also a compulsory subject in both primary and secondary schools. This study thus aims to expand the perspective on translanguaging studies in mainland China by taking a closer look at it in the hitherto under-explored high school context.

Methodology

Data were collected in an English classroom of a high school in Mengyin, Shandong. The school is a common senior high school subsidized by the local government of Mengyin. Mandarin Chinese is the medium of instruction (MOI), but English teachers are encouraged to use English in class as much as possible. Course materials including the textbook and test papers are in English. Occasional use of the Mengyin dialect by either teachers or students occurs because the majority of them are locally born. For the purpose of this study, Mandarin and the Mengyin dialect are subsumed into the label “Chinese.” This study involved 52 second-year students with different levels of English proficiency. All of them had learned English for at least eight years. This study focuses on one teacher exclusively, which is not uncommon in translanguaging literature, like studies conducted by Tai and Li (2020, 2021a, 2021b) or the one carried out by Liu et al. (2020). The teacher in this study is a local and is highly proficient in Mandarin. Starting to attend school when English was still in the process of being introduced as a subject, she gained exposure to it only from secondary school. After that, she became an English major at a local college and then an English teacher immediately after graduation. At the time when the study was conducted, she had been teaching English for more than 13 years.

The method of data collection and analysis replicated Tai and Li’s (2020, 2021a, 2021b) method. The first step in data collection was an informal interview with the teacher to obtain background information about the teacher. Then, classroom observations were carried out for one week, covering all English lessons in one single student cohort within this period. Each lesson lasted for around 40 minutes and was videotaped for further analysis. Meanwhile, several semi-structured interviews were conducted after each lesson. All were based on videotapes and in-class observations. To ensure that the interviewee could fully understand questions and answer questions as comfortably as she could, all interviews were conducted in Chinese.

I also followed Tai and Li (2020, 2021a, 2021b) in combining MCA with IPA to examine the teacher’s translanguaging practices. Originating from CA, MCA “extends [it] by incorporating and focusing on what had previously been regarded as non-verbal behaviour” (Tai & Li, 2021b, p.

246) including facial expressions, gestures and body movements which are crucial for understanding the translanguaging process. All the data collected were transcribed by drawing upon conventions offered by Jefferson (2004) and Mondada (2018). IPA is typically used for analyzing interviews during which researchers can “take an emic approach” (Tai & Li, 2021a, p. 614) and to interpret “how people make sense of their major life experiences” (Smith et al., 2013, p. 2) on an individual-by-individual manner. Therefore, the teacher was asked to explain her own translanguaging practices during interviews. This step conforms to the stance that translanguaging is better investigated with “a focus on spontaneous, impromptu, and momentary actions and performances of the individual” and the view that “reflections of the critical moments often result in fundamental, higher level learning” (Li, 2011, p. 1224). In this study, I followed the analytical stages detailed by Smith et al. (2013).

Findings

A total of 200 minutes of English lessons were recorded and analyzed. The content of these lessons primarily covered textbook content learning (including the learning of new vocabulary, phrases and grammar) and exercise explaining (including rationales and handy tricks for answering some specific questions in the exercise). Examples of the teacher engaging in translanguaging practices for pedagogy were repeatedly identified. To avoid repetitions in the analysis below, only representative extracts that fully display the complexities of the translanguaging process are selected and presented here.

Language Point Emphasis

Classroom observation reveals that the teacher tended to emphasize language points by orchestrating multiple linguistic and paralinguistic resources, although in different ways (see Extracts 1 and 2). Extract 1 is representative of the most frequently appeared pattern of the teacher’s translanguaging, in which questions were raised in a certain way (e.g., “What’s the meaning?”, “How to say?”) to direct students’ attention to the target language point.

Extract 1

01	Teacher: +那你看一下31題 (0.4) 題目題 (0.36) 也就是主旨題 (0.36) 是不是在文章的第一段 [啊]	
	<i>((tr. Let's come to question No.31. Choose a title for the passage, which is actually about the main idea of the passage. It is in the first paragraph, isn't it?))</i>	
	+looking at the exercise book ---->	
02	Student 1:	[啊] 是啊=
		<i>((tr. Oh, it is.))</i>
03	Teacher: =第一段第二行那個 (0.11) launching (0.14) laun+ching↑*(.) What's the meaning of launching.]	
	<i>((tr. First paragraph, second line))</i>	
		--->+ *looking around---->>
04	(1.3)	
05	Student 3: °發起°	
	<i>((tr. To initiate.))</i>	
06	(0.28)	
07	Student 4: °發射發起°	
	<i>((tr. To propel with force, to initiate.))</i>	
08	(0.45)	
09	Student 5: °額°	
	<i>((tr. Erm.))</i>	
10	(4.17)	
11	Student 1: 發射	
	<i>((tr. To propel with force.))</i>	
12	(0.5)	
13	Teacher: 發射(0.58)發起(0.4)是吧	
	<i>((tr. To initiate, to propel with force, right?))</i>	

Here, the teacher is explaining a question from a reading exercise. The exercise prompts students to choose a title for the passage in the exercise. In line 1, the teacher explains to students that a title is basically the main idea of a passage. Immediately after this, she leads students to the location of the target information in the passage by saying “是不是在文章第一段啊” (“It is in the first paragraph, isn't it?”). At this time, she spots the word “launch” that the students have learned before and immediately directs students' attention to the target word. She first locates the word by saying “第一段第二行那個 ‘launching’” (“‘Launching’ in the second line of the first paragraph”).

After that, stress is made by first repeating the word “launching” in a rising tone and then asking, “What's the meaning of ‘launching’?” in English. Meanwhile, she stops looking at the textbook and begins to look around. Here, multiple cues including a rising tone, an English

question, the teacher's gesture of looking around, and the following pause work together to indicate that the teacher is expecting a response from her students. In lines 5 and 7, two students respond in Chinese in a low voice, “發射發起” (“To propel with force, to initiate”). However, it seems that the teacher fails to understand their answers as she remains silent and keeps looking around. Here again, her silence and body movements show her students that she is still waiting for an answer. Noticing that, another student responds loudly and clearly, as shown in line 11, and the teacher confirms his answer by repeating it. To sum up, the teacher in this extract interacts with her students by integrating both linguistic (e.g., more than one named language) and paralinguistic resources (e.g., rising tone, silence, body movements) in a coordinated manner, and ultimately reaches her pedagogical goal, namely, language point emphasis.

In the video-stimulated interview (see Appendix A), when asked about the reason for using more than one named language, the teacher explained that she tended to use whatever linguistic resources she had at her disposal at the moment of speaking, especially when the lesson is dominated by exercise-explaining in which the priority is given to explaining exercise questions rather than on vocabulary/grammar learning. In other words, translanguaging here occurs unintentionally to make and convey meanings. This actually conforms to what Li (2016) refers to as the “Translanguaging Instinct.” The interview also reveals that the teacher's translanguaging practices are dictated by the difficulties she experiences during the teaching process. Although she agreed that a language is best learned through the target language only, she found translanguaging more practical in teaching, considering both her own and her students' limited English proficiency. To some extent, her translanguaging practice was also her way of balancing between impracticable theoretical conventions and real-life situations. It is also worth noting here that the teacher felt that the English-medium instruction fits better into teaching competitions which are dominated by textbook content learning and focus more on students' comprehensive development. However, exercise-explaining, which primarily concerns students' language and examination skills, dominated the class in this study to prepare these students for the *Gaokao*. This makes translanguaging a common practice in class.

The practical nature of translanguaging is again shown in Extract 2.

Extract 2

01 Teacher: 你看這個細節 (0.61) 當時他 (.) 所以已知他的情感 (0.1) 應該還是比較 excited+你看看我#多厲害 (.) [我的頭都進去了+ (0.21) 還能來回的跑

((tr. Look at the detail, at that moment, so we know that he was quite excited, look at me, I have put my head into it, and I could even run.))

hands holding in the air+

+waggle her body with

Figure#



02 Students:

哈哈哈哈哈

[哈哈

((tr. Hahahahaha...))

This exchange occurs when the teacher reads a short story together with the students. In that story, the protagonist tries to measure the size of his pumpkin by putting his head into it, but his head ends up being stuck in it. In line 1, the teacher is trying to describe what the protagonist feels like when he first succeeds in putting his head into the pumpkin. The teacher pauses and asks students to pay attention to details that show the character is quite excited at that time, “你看這個細節，當時他，所以已知他的情感還是比較 excited” (“Look at this detail, at that moment, so we know that he was quite excited”). Immediately after this, the teacher shows the protagonist’s excitement to students by speaking in his tone, “你看看我多厲害，我頭都進去了，還能來回的跑” (“Look at me, I have put my head into it, and I could even run”). Meanwhile, she wiggles her body from side to side with her hands in the air, pretending to be the protagonist. Here, her wiggling body is successfully integrated with her explanation of the story and her tone, and a translanguaging space is created in which the scene in the story is brought into the classroom and the teacher turns into the protagonist who show off his success. With her imitation, the students all burst into laughter. Later in the interview (see Appendix B), the teacher explained that she did this intentionally to make her class more interesting because students would be more willing to learn in that atmosphere. Also, it should be noted that in this extract the teacher uses more than one

question in Chinese. Then she continues to use this Chinese modal particle twice, one of which is to initiate the English sentence, “May I take your order?” To some extent, the English sentence is also localized into the Chinese context. In this case, the translation here is not simply viewed as a dichotomy between these two named languages but as a meaning-making process and a pedagogical approach. In the video-stimulated interview (see Appendix C), the teacher also acknowledged that she added Chinese translations intentionally to ensure that students could understand her meaning. The repetition here also plays a crucial role. When she looks around, she notices that her students are taking notes. This repetition, therefore, not only reinforces students’ comprehension but also leaves students time to finish their notes. Right after that, she introduces the potential verbal function of the word through a similar pattern as before, that is, a Chinese sentence “我想點一些菜” and its English translation “I’d like to order some food.” When she finishes that, she adds “口語當中” (“in oral English”) and ends with another Chinese modal particle “啊” (“ah”) in a falling tone, which is often used to emphasize the sentence proceeding it. In this whole extract, the teacher takes three relatively long pauses, each after she finishes a language point [see the pauses lasted for (0.44+0.12), (0.69), and (0.58) seconds], possibly because she wants to give students time to digest and take notes. Lastly, by keeping looking and walking around, she also observes students’ reactions so that she can make sure that students could understand her. In sum, the translation, the repetition, the pauses, the body movements, and even the tone are all employed by the teacher together to ensure students’ comprehension.

Another instance of the teacher’s translanguaging to reinforce students’ comprehension involves the employment of knowledge outside her English class (see Extract 4). In this process, a translanguaging space is also created, in which the teacher and the students can transcend the boundaries between them by bringing together multiple dimensions of their knowledge and experience.

Extract 4

- 01 Teacher: Great works are performed (0.24) not by strength (0.31) but (0.21) perseverance (2.41) 說 great works (0.13) works (2.27) 作品啊 (0.11) 偉大的作品 (0.24) 就是說不是 (0.49) 靠力量 (1.3) 而是靠堅持來完成的 (0.67) 它跟那個 () 荀子勸學裡面那句話 (0.28) 特別像哈(0.15) 就是說只有堅持不懈的努力才能把事情做成功 (0.1) 荀子是怎麼說的來
- ((tr. It says that "great works are performed not by strength but perseverance." This saying looks similar to the one in "To Encourage Learning" written by Xuncius to the effect that only through persistent efforts could one succeed. What are Xuncius' original words?))
- 02 (0.13)
- 03 Student 1: °不積小流無以成°
- ((tr. With no small streams, there will be no...))
- 04 (0.49)
- 05 Teacher: 鏗而不[捨]
- ((tr. Perseverance))
- 06 Student 2 : [鏗]而不=
- ((tr. Perseverance))
- 07 Student 3 : =金石[可鏤]
- ((tr. Can engrave stone))
- 08 Teacher: [金石]可鏤啊
- ((tr. Can engrave stone))

In this extract, the teacher and the students come across the saying “great works are performed not by strength but perseverance” in the textbook. In line 1, the teacher starts to paraphrase it in Chinese, “偉大的作品就是說不是靠力量而是靠堅持來完成的.” Immediately after her translation, she relates this saying to a similar one in “To Encourage Learning 勸學,” a classic Chinese essay written by Xuncius 荀子. Instead of Xuncius’ original words, she only provides the general meaning “就是說只有堅持不懈的努力才能把事情做成功” (“Only through persistent efforts could one succeed”) and asks students if they remember the original words. In line 3, student 1 murmurs, “不積小流無以成江海” (“With no small streams, there will be no rivers or oceans”), but he does not complete his sentence possibly because he is not sure if the saying he is quoting is relevant. The 0.49 seconds of silence in line 4 shows that the teacher is still expecting the answer. With no response from the students, the teacher reminds them by giving out the first half of the saying, “鏗而不捨” (“Perseverance”) in line 5. Before she finishes uttering the saying in line 6, student 2 repeats her words but is interrupted by student 3 (see line 7), who offers the other half of the saying, “金石可鏤” (“[Perseverance] can engrave stone”). The teacher

confirms his response by repeating it in line 8. Here, not only is the boundary between two disciplines (i.e., English and Chinese) broken, but also both the teacher's and the students' prior learning experiences are entwined with their present teaching and learning experience. In the post-video-stimulated interview (see Appendix D), when the teacher was asked the reason why she came up with the classic Chinese saying, she explained that it was to help students better understand the English saying. Besides, this could also help students review their Chinese knowledge.

Apart from this extract, the teacher often employed other Chinese-related knowledge in her class. When asked about the reason, she commented that—in her view—Chinese learning and English learning are closely related. In other words, the teacher believed that English learning and Chinese learning can be mutually beneficial. This conforms to Sonntag's (2003) view that English learning and Chinese learning are not only compatible but also reciprocal. Also, from her teaching experience, the teacher in this study noticed that students who were good at Chinese were also good at English. This might further show the compatibility between English learning and Chinese learning. When it came to the English-as-a-threat theory, the teacher thought that it is normal to spend more time learning English as one may have fewer chances to practice English in the Chinese context. Lastly, while predicting that English as a lingua franca seems unavoidable if Chinese speakers want to fit onto the global stage, the teacher also believed—in line with Pan and Seargeant (2012)—that Chinese itself becomes increasingly popular and powerful as well.

Phonetic Distinction

One additional practice that merits attention is the teacher's use of Chinese pinyin, the romanized spelling system for Chinese characters. In exercises-explaining, multiple-choice questions listed through Roman characters are often involved. When referring to the letter D, the teacher chooses to use the pronunciation of its counterpart in Chinese pinyin, that is, /de/ instead of pronouncing it as /di/.

Extract 5

01	Teacher: 嗯，52 題答案 D (0.16) ridiculous↓ <i>((tr. Option D (/de/) in question No.52, ridiculous?))</i>
02	(4.38)
03	Student: 荒謬的 <i>((tr. Absurd.))</i>
04	(0.52)
05	Teacher: 可笑的 <i>((tr. Laughable.))</i>

In Extract 5, the teacher is directing students' attention to option D, "ridiculous." When she says /de/ in line 1, students immediately go to the target option and give its Chinese meaning (see line 3), while no one questions her pinyin pronunciation. This may indicate that students fully understand what the teacher means by pinyin /de/, which meets the teacher's expectation (see Appendix E). In the post-video-stimulated interview (see Appendix E), the teacher explained that /de/ was used to distinguish option D from option B, the two of which for them are easily confused in spoken English. The reason why she predicted that students could understand her use of pinyin was that she and the students share a Chinese background and thus they had already learned pinyin. Also, the teacher believed that there is nothing wrong with pronouncing D as /de/. This might be more evidence of her inclination towards translanguaging.

Extract 6

01	Teacher: 那你現你想選哪一個啊 <i>((tr. Now, which one did you choose?))</i>
02	(0.81)
03	Students: D (+4)

It might be argued that students were directed to the target option possibly by the word "ridiculous" rather than by /de/. However, in Extract 6, the fact that students also use /de/ to respond to the teacher's question might indicate that they not only understand this usage but also find it effective for communication. Prior to Extract 6, the teacher is explaining an exercise involving multiple-choice questions. When she

asks students which option they think is the right one, many answer /de/ instead of /di/. Therefore, translanguaging appears to be an effective communicative approach not only for the teacher but also for the students.

Discussion

The above-mentioned findings—together with Tai and Li's (2020, 2021a, 2021b)—may be sufficient to show that the combination of MCA and IPA is capable of uncovering the complexities of the translanguaging process and of presenting factors that prompt this process. In either context, the use of MCA has successfully extended the focus of in-class interactions beyond linguistic behaviors. Its combination with IPA allows researchers to gain an insider's view into the teacher's translanguaging practices and look further into what triggers participants' translanguaging practices. The current study suggests that this combination can be applied to classroom translanguaging studies. Furthermore, as Baynham and Lee (2019) pointed out, "in practice, empirical studies of translanguaging have tended to focus on the core lexicogrammatical aspect of language" (p. 31) which is also the focus of code-switching studies. This might render concerns about the distinguishability between these two fields. However, the use of MCA affords more opportunities for translanguaging researchers to look beyond this single aspect and to pay attention to the multilingual and multimodal reality. Its combination with IPA further ensures that translanguaging studies are not just language-oriented like code-switching studies but more language-user-oriented. In sum, this new methodological framework might also help address concerns about the originality and necessity of translanguaging studies.

There are differences between the findings of this study and Tai and Li's (2020, 2021a, 2021b). Many translanguaging practices that are commonly found in the English classroom of this study are rarely reported by Tai and Li (2020, 2021a, 2021b), including the teacher's strategy to highlight language points, her translation, and her use of pinyin as a substitute for routine in-class communication. This might result from differences in their content and goal of learning, school language policy, and students' academic and linguistic backgrounds. For instance, while English is learned as a communicative resource in the

classroom of Tai and Li's (2020, 2021a, 2021b) studies, English learning in this study is more exam-oriented due to the pressure of the *Gaokao*. Therefore, language points are beside the point in the mathematics classroom of Tai and Li's studies. Additionally, for the teacher in this study, there is no strict school policy for MOI, and she is aware of her students' shortage of resources in learning the target language (i.e., English). After all—as García and Li (2014) explained—translanguaging in pedagogy is “buil[t] on bilingual students' language practices flexibly” (p. 92) in the first place.

Nevertheless, translanguaging turns out to be a common and effective pedagogical approach in both contexts of this study and Tai and Li's (2020, 2021a, 2021b) despite the above-mentioned differences. The primary reason might be that translanguaging as a pedagogical approach originates from the multilingual reality. In other words, both teachers' translanguaging practices are actually motivated by the multilingual reality. For instance, for the teacher in this study, when her students are not highly proficient in one named language, she has no choice but to draw upon multiple linguistic resources to achieve effective communication with them (see Extracts 1, 2, 3, and 4). Also, when a linguistic feature in one named language is experienced as difficult, chances are that the other named languages may be employed as a fallback position (see Extracts 5 and 6). Besides, as language users, there might be “an innate capacity” “to draw on as many different cognitive and semiotic resources available to interpret meaning intentions and to design actions accordingly” (Li, 2016, p. 541). In this case, it makes more sense for the teacher to deploy multiple communicative resources in class and consequently engage in translanguaging processes.

This study's findings also contribute to defusing the English-as-a-threat argument. The teacher's employment of Chinese-related knowledge is sufficient enough to show the compatibility of Chinese and English learning. To promote students' ability in language, the focus can be placed on strengthening ties between Chinese learning and English learning. For example, if students also have opportunities to learn Chinese and Chinese culture while learning English, as illustrated by Extract 4, it is possible that they can make progress not only in one named language but in language as a whole. After all, the ultimate reason for people's language learning—as Otheguy et al. (2015) suggested—is to expand their communicative resources and sustain their multilingual practices.

Nevertheless, the conflict that the teacher experiences between monolingual ideologies and translanguaging practice is commonly reported in translanguaging studies conducted in China. Fang and Liu (2020) and Liu et al. (2020) all discovered that the teachers in their studies are demonstrably under the influence of monolingual ideologies. However, the study conducted by Liu et al. (2020) already indicated that guidelines on using translanguaging as pedagogy strategies are of help. Even though García and Li (2014) have proposed guidelines for pedagogy, the variability of translanguaging makes it necessary to further explore it as a practicable pedagogical approach in the Chinese context.

Conclusion

To sum up, by replicating the methodology implemented by Tai and Li (2020, 2021a, 2021b), this study shows its adaptability for other translanguaging studies, which might further address concerns about the originality and necessity of translanguaging studies as a whole. Through the frameworks of MCA and IPA, this study illustrates the potential of translanguaging in helping teachers achieve pedagogical goals, inclusive of language point emphasis, comprehension reinforcement, and phonetic distinction, which also supports Li's (2018) view of translanguaging as a practical theory arising from multilingual reality. Comparisons between teachers' translanguaging practices show the crucial role of contextual factors in influencing language users. Lastly, the findings also have some implications for discussions around English language education in China. This study highlights the contradictory pressures that the English teacher experiences from monolingual ideology and multilingual reality.

This study has limitations. First, it only focuses on one English teacher in one secondary school. Its findings may therefore not be representative of other English teachers in other Chinese secondary schools. In other words, longitudinal studies with a larger group of participants can be conducted in the future to gain a more in-depth understanding of translanguaging in China. Also, this study only presents the potential of translanguaging as a pedagogical approach; the teaching outcomes have not been examined. Lastly, this study focuses exclusively on the teacher's translanguaging practices in teaching. Hence, future studies that investigate how translanguaging can be employed by students as a learning approach could be of great importance as well.

Ethics Declaration

I confirm this research meets the ethical guidelines and adheres to the legal requirements of the study country. This study has also obtained ethical approval from the Research Committee of English Department which is on behalf of the PolyU Institutional Review Board (Reference Number: HSEARS20210615004).

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Appendix A

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	Analyst's Interpretations of the Teacher's Perspective
<p>Extract 1 01 Teacher: +那你看一下 31 題 (0.4) 題目題 (0.36) 也就是主旨題 (0.36) 是不是在文章的第一段 [啊]</p> <p>((tr. Let's come to question No.31. Choose a title for the passage, which is actually about the main idea of the passage. It is in the first paragraph, isn't it?))</p> <p>+looking at the exercise book ---></p>	<p>X: 說到這時都會用英語，為甚麼？ (tr. Why would you choose to use English here?) T: 因為英語好說吧。 (tr. Because it is easier.)</p> <p>X: 那上課的時候會有意識的去選擇甚麼時候用中文甚麼時候用英語吧？ (tr. In class, do you intentionally decide when to use Chinese and when to use English?) T: 會，但是有時候也是沒有意識的去。我覺得應該是用英語去授課，但是畢竟水準有限，我覺得是。 (tr. Yes, but sometimes I do so unintentionally. I think I should have taught in English, but sadly, my English is still lacking. That is what I think.)</p>	<p>The teacher thinks it is easier to use English at this point.</p> <p>The teacher believes that the English subject is better to be taught in English and perceives that her English proficiency is a limitation for English teaching.</p>	<p>The teacher in the present study seems to be in a dilemma. On the one hand, she is influenced by the traditional monolingual ideology. On the other hand, she finds her multilingual practice more practical. She seems to be struggling between the two extremes, which leads to her random use of both languages.</p>
<p>02 Student 1: [啊]是 啊= (tr. Oh, it is.)</p> <p>03 Teacher: =第一段第二行那個(0.11) launching (0.14) laun+ching↑*(.) What's the meaning of launching↓ (tr. First paragraph, second line)</p>	<p>X: 所以意思是，使用漢語時是為了更清楚的表達，是這個意思嗎？ (tr. So Chinese makes it easier for you to express yourself, is this what you meant?) T: 對對對。 (tr. Exactly.) X: 那用英語是因為甚麼？ (tr. Then why do you try to use English?) T: 你按說應該是人家那種浸泡式英語教學。 (tr. Theoretically, we try to imitate those English immersion programs.) X: 哦哦哦。 (tr. Okay.)</p>	<p>For the teacher, Chinese is employed only for meaning-making.</p>	
<p>--->+ *looking around--->></p> <p>04 (1.3)</p> <p>05 Student 3: °發起° (tr. To initiate.)</p> <p>06 (0.28)</p> <p>07 Student 4: °發射發起° (tr. To propel with force, to initiate.)</p> <p>08 (0.45)</p>	<p>T: 那種是在講課比賽或者是講課時，但是講習題的時候就不可能，是吧。我是想到啥說啥，所以比較隨意。 (tr. But I only use English when there is a teaching competition or when I am teaching the content of the textbook. It seems impossible to use English to explain the exercises. Normally, I will just use whatever comes to mind. It is quite random for me.)</p> <p>X: 那你怎麼看自己這樣的兩種語言混合使用？大部分老師都是這樣嗎？</p>	<p>The teacher admits that she uses both English and Chinese randomly.</p> <p>The teacher thinks the</p>	

<p>09 Student 5: 額° (<i>(tr. Ermm.)</i>)</p> <p>10 (4.17)</p> <p>11 Student 1: 發射 (<i>(tr. To propel with force.)</i>)</p> <p>12 (0.5)</p> <p>13 Teacher: 發射 (0.58)發起(0.4)是吧 (<i>(tr. To initiate, to propel with force, right?)</i>)</p>	<p>(tr. How do you perceive this mixed use of languages? Do most teachers teach in this way?)</p> <p>T: 對, 我覺得這個比較實用。但是吧, 按說對學生成長來說, 肯定是多用英語, 有必要的時候用漢語。 (tr. Yes. I think this is a more practical way. But, theoretically, for the benefit of students' development, we should use English more, and Chinese should only be used when it is necessary.)</p> <p>X: 但是其實學生水準不一樣, 會不會用英語的話反而有時候會阻礙他們學習? (tr. But the students' proficiency differs, is it possible that when English is the only medium of instruction, this might impede their learning instead?)</p> <p>T: 嗯, 對, 會。 (tr. Yes, it is possible.)</p> <p>S: 為甚麼認為兩種語言混用更實用? 怎麼講? (tr. Why do you think it is more practical to use two languages in a mixed way? Can you explain it?)</p> <p>T: 當然, 咱不是信手就拈來嗎! 學生理解也能。 (tr. That is for sure. We are native Chinese speakers after all, and so are the students.)</p> <p>S: 那為甚麼會覺得全英文教學就更好呢? (tr. Then why do you think it is better to have English as the only medium of instruction?)</p> <p>T: 那你, 英語環境, 塑造這樣的英語環境, 不好嗎? (tr. For an immersive English environment. It is good to have a language environment like this, isn't it?)</p> <p>S: 還是因為他那個理論嗎? (tr. Still because of the theory?)</p> <p>T: 嗯。 (tr. Yeah.)</p> <p>S: 但是在實踐當中, 不一定是適用於所有。 (tr. But in practice, the theory cannot fit for all.)</p> <p>T: 嗯, 對啊。 (tr. Yes, right.)</p> <p>S: 能不能再詳細講一下, 對於老師和學生分別來講怎麼更實用? (tr. Could you please further explain why it is practical for both teachers and students?)</p> <p>T: 能表達的更清楚。 (tr. So that we can make ourselves crystal clear.)</p> <p>S: 其實還是為了表達對吧? (tr. So this is still for meaning-making, am I right?)</p> <p>T: 嗯, 對。 (tr. Yeah, you are right.)</p>	<p>mixed use of Chinese and English is more practical in meaning-making, although she still believes that using English only might be better.</p>	
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Appendix B

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	Analyst's Interpretations of the Teacher's Perspective
<p>Extract 2</p> <p>01 Teacher: 你看這個細節 (0.61) 當時他 (.) 所以已知他的情感 (0.1) 應該還是比較 excited+你看看我#多厲害 (.) [我的頭都進去了+(0.21) 還能來回的跑</p> <p style="text-align: center;"><i>((tr. Look at the detail, at that moment, so we know that he was quite excited, look at me, I have put my head into it, and I could even run.))</i></p> <p>+waggle her body with hands holding in the air+</p> <p>Figure#</p>  <p>02 Students: [哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈哈</p> <p style="text-align: center;"><i>((tr. Hahahahaha...))</i></p>	<p>X: 為甚麼會這樣用? 是特意轉換嗎?</p> <p>(tr. Why would you choose to use English here? Is it intentional?)</p> <p>T: 哦, 這種簡單的他必須得用英語, 因為他寫作文會用到。</p> <p>(tr. Oh, simple expressions have to be in English, because the students may use them in writing exercises.)</p> <p>X: 也是給他們一種提示的感覺對吧? 加深印象?</p> <p>(tr. So to some extent this is to highlight the words for them? To deepen their impression?)</p> <p>T: 對對對。</p> <p>(tr. Exactly.)</p>	<p>The teacher feels that it is necessary to use English to deepen students' impression on useful expressions.</p>	<p>The teacher believes that English plays a key role in teaching.</p>

Appendix C

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	Analyst's Interpretations of the Teacher's Perspective
<p>Extract 3</p> <p>Teacher: +這個 take one's order (0.22) 是點菜△(0.2)</p> <p>May I take your orders↑ (0.44) +(0.12)*哎↑您現在點菜嗎 ↑(0.37) 哎</p> <p>↑↓May I take your orders↑ (0.26) 哎您現在點菜嗎↑ (0.69) I'd like to order some food (0.1) 我想點一些菜 (0.29) I'd like to order some food (0.58) 口語當中(,)啊↓</p> <p><i>((tr. "Take one's order" here means "點菜". Ai. May I take your orders? Ai. May I take your orders? May I take your orders? I'd like to order some food. I'd like to order some food. That's how it is used in oral English.))</i></p> <p>+>>looking at the book-----</p> <p>-----+</p> <p>*looking around--->></p> <p>↓Walking around---</p> <p>>></p> <p>Students:</p> <p>△taking notes--->></p>	<p>X: 這裏有個規律你自己發現了嗎?</p> <p>(tr. Do you notice a pattern of your language use?)</p> <p>T: 說完英語再說漢語嗎?</p> <p>(tr. Speaking Chinese after English?)</p> <p>X: 你是有意識這樣去做的嗎?</p> <p>(tr. Did you do this intentionally?)</p> <p>T: 我有時候就怕他們會聽不懂吧。</p> <p>(tr. Sometimes I am worried that they cannot follow me.)</p> <p>X: 哦~</p> <p>(tr. Okay.)</p> <p>T: 那就是有意識的去重複。我是不是不應該去重複啊?</p> <p>(tr. Yeah, the repetition was intentional. Am I not supposed to do this?)</p> <p>X: 其實就是為了讓他們去聽懂對吧? 怕他們有時候聽不懂?</p> <p>(tr. So you did this to make them follow you, am I right? In case they could not understand what you said?)</p> <p>T: 嗯。我是重複了!</p> <p>(tr. Yes, I did repeat.)</p> <p>X: 對對對, 對吧?</p> <p>(tr. Yes, you did.)</p> <p>T: 我是怕他們聽不著啊。</p> <p>(tr. In case they could not follow me.)</p>	<p>The teacher feels that it is necessary to translate what she said in English to Chinese, in case the students cannot follow her.</p>	<p>The teacher believes that Chinese is crucial for giving instructions.</p>

Appendix D

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpt	Teacher's Perspectives	Analyst's Interpretations of the Teacher's Perspective
<p>Extract 4</p> <p>01 Teacher: Great works are performed (0.24) not by strength (0.31) but (0.21) perseverance (2.41) 說 great works (0.13) works (2.27) 作品啊 (0.11) 偉大的作品 (0.24) 就是說不是 (0.49) 靠力量 (1.3) 而是靠堅持來完成的 (0.67) 它跟那個 (.) 荀子勸學裡面那句話 (0.28) 特別像哈 (0.15) 就是說只有堅持不懈的努力才能把事情做成功 (0.1) 荀子是怎麼說的來</p> <p><i>(tr. It says that "great works are performed not by strength but perseverance". This saying looks similar to the one in "To Encourage Learning" written by Xuncius to the effect that only through persistent efforts could one succeed. What are Xuncius' original words?)</i></p> <p>02 (0.13)</p> <p>03 Student 1: °不積小流無以成°</p> <p><i>(tr. With no small streams, there will be no...)</i></p> <p>04 (0.49)</p>	<p>X: 聯繫到荀子勸學, 目的是甚麼?</p> <p>(tr. Why would you relate the passage to "To Encourage Learning" by Xuncius?)</p> <p>T: 讓他們更好理解, 還能穿插到語文, 多好啊!</p> <p>(tr. To help them understand the text better. Plus, it is good to help them review Chinese.)</p> <p>X: 好多次都會涉及到語文相關的知識哈。</p> <p>(tr. You often mention Chinese-related knowledge to students, do you?)</p> <p>T: 他(學生們)語文老師得感謝我!</p> <p>(tr. Their Chinese teacher owes me for that.)</p> <p>X: 為甚麼會想做這樣的聯繫呢?</p> <p>(tr. Why would you make this connection?)</p> <p>T: 我語文太好了哈哈。</p> <p>(tr. Because I am too good at Chinese, ha ha.)</p> <p>X: 哈哈哈哈哈還有呢? 還有其他嗎? 為甚麼當時會想去聯繫語文?</p> <p>(tr. Ha ha ha, anything else? Why would you mention Chinese knowledge?)</p> <p>T: 我, 其他我不會啊哈哈</p> <p>(tr. I, I don't know much about other subjects.)</p> <p>X: 那……</p> <p>(tr. Then...)</p> <p>T: 你像數學啊甚麼的我也不會啊。又像政治啊, 歷史啊。因為學科很多地方都是相通的。</p> <p>(tr. Like Math, I know nothing about it. Or Politics, or History. Because these subjects are interconnected.)</p> <p>X: 嗯嗯對對對。</p> <p>(tr. Yeah, that is true.)</p> <p>T: 有些東西, 你應該是備課應該備到, 或者你就備得越廣……</p> <p>(tr. When you prepare for a class, you should learn about a subject, and then you may learn something beyond that as you prepare more...)</p>	<p>The teacher holds that Chinese-related knowledge not only can improve the students' understanding but also help them review their Chinese knowledge.</p> <p>The teacher thinks the subjects that students have been learning are interconnected and as a teacher she herself should be aware of that.</p>	<p>The teacher thinks that Chinese learning can facilitate English learning. The reason why students spend more time on learning English is due to the lack of an English environment. English as a lingua franca is indispensable to connect to the world. Chinese also becomes increasingly popular as China is more and more powerful.</p>

<p>05 Teacher: 鑽而不捨 (tr. Perseverance)</p> <p>06 Student 2: 鑿而不可 (tr. Perseverance)</p> <p>07 Student 3: 金石可 鑿 (tr. Can engrave stone)</p> <p>08 Teacher: 金石可 鑿啊 (tr. Can engrave stone)</p>	<p>X: 嗯嗯對，那您怎樣看待語文學習和英語學習之間的關係？ (tr. Okay. How do you perceive the relationship between Chinese learning and English learning?)</p> <p>T: 中英文學習是聯繫非常緊密的，一般來說，中文學習好的同學英語一般都差不了，因為都是語言的東西，相通的。 (tr. These two subjects are closely related. Generally speaking, when one is good at Chinese, one is hardly bad at English. Because they both are a language, they are interconnected.)</p>	<p>For the teacher, Chinese learning and English learning are closely related, and a good command of Chinese can even facilitate English learning.</p>	
	<p>X: 有人提出英語威脅論，您怎麼看？ (tr. Some argue that English learning can be a threat to Chinese learning, what do you think of it?)</p> <p>T: 因為在我們國內，我們都是浸泡在一個中文的語言環境下，所以拿出更多的時間來學習英語是很正常的。我覺得英語是全世界的普通話哈，你必須得去學。隨著我們國家的強大，現在不是也有越來越多的人在學中文嗎？就像國外的孩子，有的就會週末把他們送去學中文，就像我們送孩子去學英語一樣。 (tr. Because when we are in China, we are immersed in a Chinese environment, so it is normal for us to spend more time on English learning. I think English is now a lingua franca, and you cannot avoid it. As our country develops, many people also begin to learn Chinese, aren't they? For example, many children in other countries are sent by their parents to learn Chinese at weekends. Likewise, we will send ours to learn English.)</p>	<p>The teacher believes that students spend more time on English learning because they are in a Chinese environment. English is not a threat but a lingua franca.</p>	

Appendix E

Classroom Interaction Transcript	Video Stimulated Recall Interview Selected Excerpts	Teacher's Perspectives	Analyst's Interpretations of the Teacher's Perspective
<p>Extract 5</p> <p>01 Teacher: 嗯，52 題 答 案 D (0.16) ridiculous↓ <i>((tr. Option D (/de/) in question No.52, ridiculous?))</i></p> <p>02 (4.38)</p> <p>03 Student: 荒謬的 <i>((tr. Absurd.))</i></p> <p>04 (0.52)</p> <p>05 Teacher: 可笑的 <i>((tr. Laughable.))</i></p>	<p>X: 為甚麼會這樣用？ (tr. Why would you pronounce /di/ as /de/?)</p> <p>T: 區分 B 和 D 嘛，因為容易混。 (tr. To distinguish B from D, which are similar.)</p> <p>X: 這個是怎麼開始的？一開始有和學生規定好嗎？ (tr. How did this practice start? You have talked with the students about this, have you?)</p> <p>T: 沒有，我就直接這樣說的。因為我一開始聽我的老師講課時，她就是這樣用的。而且 D (de) 完全沒有錯誤。 (tr. No. I just used it. Because my teacher also used /de/ when I was at school. After all, /de/ is not wrong.)</p> <p>X: 一開始也並沒有和學生說？ (tr. At the very beginning, you did not tell the students in advance, right?)</p> <p>T: 對，我就直接用，我覺得他們也知道。 (tr. Yeah. I just used it directly. And I think they could all get it.)</p>	<p>The teacher feels that B and D can be easily confused and pronouncing /di/ as /de/ makes the letters distinguishable.</p> <p>The teacher uses the same practice of her own teacher.</p> <p>The teacher thinks that the use of /de/ is justified, and the students can get its meaning.</p>	<p>The teacher pronounced /di/ as /de/ to make the letter D distinguishable from B. She also believes that this practice is acceptable for students as they are all Chinese.</p>